



# APA Upper Midwest Annual Conference

October 11-13, 2023

Bien VenU Event Center • Cedar Falls, IA



# YEP! Youth Engagement Planning



youth engagement planning





**YEP! believes in a world where the  
voices of our youth resonate  
powerfully.**



# youth engagement planning



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Inspiring future difference makers



## YEP! - WHAT WE DO!

YEP! is a non-profit organization focused on educating young people in grades K-12 about urban planning and civic engagement and teaching planners how to incorporate youth into the planning process.

YEP! creates opportunities for youth to meaningfully advocate for change in their own communities.

YEP! visits schools across the country — educating young people about planning and mentoring those interested in exploring a career in planning.

YEP! specializes in customizing curriculum, training workshops, conference and school events, and research.

YEP! partners with schools, agencies, cities, organizations, APA National, APA Chapters and Divisions.





**YEP! believes that our future leaders are not mere spectators, but active participants in shaping their own communities!**









breakfast (served until 11am)

breakfast	12.00
pancakes	12.99
toast	13.99
toast	14.99
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toast	50.99

sides

PHOENICIAN FRIES	7.15
BRUSSELS SPROUTS	6.97
HOMMUS	6.87
PITA CHIPS	6.59
LABNE	6.59





**YEP! believes our mission is to educate,  
empower, and guide the young minds  
of this generation.**



## YEP! MISSION - WHY WE DO IT!

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To **educate** youth about the planning process, effective governance and advocacy, and good citizenship.



To **introduce** youth to careers in planning – especially in **underserved communities**, so that future generations of planners genuinely represent the communities they serve.



To **facilitate** real **leadership opportunities** for youth so that they can meaningfully participate in **advocacy**, provide input in community plan-making, and share their valuable perspectives.



To **support volunteers** focusing on educating youth about urban planning and civic engagement.



To **provide tools and resources** so that planners feel empowered to involve youth in planning processes.







**YEP! believes our mission is  
profound in its simplicity.**



## Why Should Communities Involve Youth in Planning?

During the 2020 U.S. Census, the United States consisted of 331 million people. Of the 331 million, 73.1 million people, or **22% of the population**, are under the age of 18. And **30 million** are between the ages of 18-24.

Young people represent a **significant portion** of our communities and should play an **equally significant role** in how we plan for our communities!

[THE POWER OF YOUTH](#)





**YEP! believes that youth have the power  
to shape the future of all communities  
and to pioneer positive changes.**

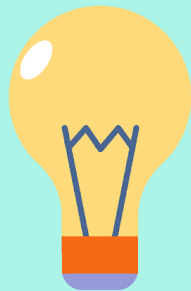
# Youth Engagement Benefits



- Improved Plans
- Leadership Opportunities
- Citizenship and Service
- Better Use of Youth-Serving Resources
- Exposure to Careers in Local Government



# Youth Engagement Best Practices



## BEST PRACTICES FOR YOUTH ENGAGEMENT



How do I **initiate** youth engagement?

How do I establish **shared objectives** with stakeholders?

How do I ensure the **quality** of my engagement?

How do I **sustain** newly established relationships?

How do I know if my activities are **trauma-sensitive**?

How do I know if my activities are **culturally responsive**?

# Best Practices



## THE IDEAL NEIGHBORHOOD: A CREATIVE ACTIVITY

### DISCUSSION:

- How did you feel when you noticed that some people had more art supplies than your group? How did you feel when you noticed that some people had fewer art supplies?
- Some of your posters didn't have parks or water, why?
- In what ways did resources (art-supplies) affect your project?
- How would you have felt if your final product was judged based on your drawing without considering your supplies? Would that be fair? Why or why not?
- Did you know there are neighborhoods in our city that do not have parks, playgrounds, and other outdoor facilities?
- Would these posters necessarily be a fair assessment of what all of you can or cannot do? In what other situations do certain neighborhoods have advantages over others?

**CONCLUSION:** Leave students/participants with questions that invite them to think critically and morally of a possible solution to resource inequality.

1. What do you think is the solution to resource inequality?
2. With regard to unequal resources in communities, how do we make sure everyone, young and adult, poor and rich, have access to the resources they need to better their lives?

### WHAT DO URBAN PLANNERS DO?

An urban planner is a professional who works to enhance the quality of life. A planner is a person who helps shape the design and form of a city or place, from buildings to roads, and parks and more. They have a lot of say in where resources are distributed.

Planners observe and analyze the communities around them and with the help of community members, make recommendations to policy makers for improvements.

Urban Planners ensure that we all can connect with the places around us, whether by car, bus, boat, bike, or walking, our ability to access different spaces makes a community better.



## BEST PRACTICES FOR YOUTH ENGAGEMENT

YEPI YOUTH ENGAGEMENT PLANNING YouthEngagementPlanning.org 1

## INITIAL ENGAGEMENT

**1. ENGAGE YOUNG PEOPLE EARLY:** Young people should be involved early in the process of planning an activity or initiative – this includes generating project objectives. Young people will bring valuable ideas and perspectives to the table and can help ensure the initiative will resonate with other youth.

**2. ESTABLISH SHARED OBJECTIVES:** To establish shared objectives, values, and principles with stakeholders, take time to learn why they are there, what they are hoping to achieve, and how they want to achieve it. For example, if a committee believes the project should be "youth-led", have a discussion about what that looks like and find ways to establish common objectives, principles, and values in the initiative.

**3. ESTABLISH PARTNERSHIPS:** Partnering with an existing advisory group or youth-serving organization is an efficient and effective way to facilitate young people's engagement. Organizations that work directly with young people on a daily basis will be in a position to recruit young people, support their involvement from early in the process, and help develop activities that resonate with their youth.

**4. MAINTAIN FREQUENT CONTACT:** When engaging young people, be mindful of their logistical needs and meet them on a regular basis during a time that's convenient for them as this will help foster relationships and is key to effective youth engagement.

**5. IDENTIFY BACKGROUND RESEARCH QUESTIONS:** Building off of the project objectives, outline the key questions for which youth input is sought and identify these research questions early on to help in the development of youth engagement materials and activities.

## INITIAL ENGAGEMENT

**6. MAKE IT FUN:** Bringing to the table that a young person can present.

**7. CONSIDER DIVERSITY:** Diverse lived experiences determine recruitment goals.

**8. RECRUIT YOUNG PEOPLE:** Face, taking time to start their...

**9. PROMOTE ACTIVITIES:** Informal...





## ESTABLISH INCLUSION

- Emphasize the human purpose of what is being learned and its relationship to the students' experience.
- Share the ownership of knowing with all students. Collaborate and cooperate to create a hopeful view of people and their capacities.
- Treat all students equitably. Invite them to point out behaviors or practices that discriminate.
- Have ground rules and norms for respecting others and working together.



## DEVELOP POSITIVE ATTITUDES

- Relate teaching and learning activities to students' experience or previous knowledge.
- Encourage students to make choices in content and assessment methods based on their experiences, values, needs, and strengths.
- Recognize when content perpetuates negative stereotypes of marginalized communities.
- Create content that embraces multiple intelligences, such as naturalistic, musical, linguistic, visual-spatial, interpersonal, and bodily intelligence.
- Prioritize experiential learning.

## CULTURALLY RESPONSIVE ACTIVITIES:

### ENHANCE MEANING

- Provide challenging learning experiences involving higher order thinking and critical inquiry.
- Address relevant, real-world issues in an action-oriented manner.
- Encourage discussion of relevant experiences. Incorporate student dialect into classroom dialogue.
- Investigate historical definitions.
- Hold critical questions.
- Question the status quo often.



### ENGENDER COMPETENCE

- Connect the assessment process to the students' frames of reference and values.
- Include multiple ways to represent knowledge and skills and allow for attainment of outcomes at different points in time.
- Encourage self-assessment.
- Engage in reflective thinking, discussion, and/or writing.
- Accept and offer feedback.



## TRAUMA SENSITIVE ACTIVITIES:



### ARE CONTENT SENSITIVE

It is important to explain the content of an activity before it begins. Many students experience traumatizing life experiences, such as food, health, and housing insecurity. Triggers of past traumas can occur from a number of sources. What may seem mundane to some, may be triggering for another.



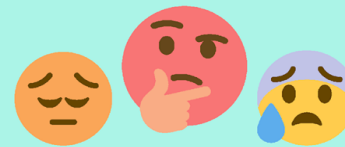
### HAVE CHOICES

One of the hardest factors in trauma is that the survivor did not have a choice. Young people must have the choice to opt out of any parts of an activity and consent to an activity.

This is to empower the student's ability to avoid re-traumatization. It is important to brainstorm and offer an alternative activity for any part of your plan that may include triggering content.

### CREATE SPACE FOR EMOTIONAL EXPRESSION

It is important that the activity gives opportunity for students to express their feelings. School counselors or specialists should be consulted to create a safe and encouraging learning environment.



### RECOGNIZE TRAUMA SYMPTOMS

Assuming that behavior is intentionally rebellious is harmful. A person may disassociate or daydream as a learned response that enables them to avoid feeling or thinking about a traumatic experience.

Anger, confusion, defensiveness, and tears are also symptomatic behaviors of trauma. This should never be treated with punishment.





**YEP! believes that true  
representation begins early.**



# Urban Planning Awareness Outreach

Have the youth in your life heard of Urban Planning?

Even beyond Urban Planning, though, we feel that it is incredibly important for young people to be made aware of as many career areas as possible before they begin narrowing their focus—and they often begin narrowing their focus remarkably early.

**Are you thinking about becoming an engineer?  
... or an architect?  
... or even a mayor?**

## What about becoming an URBAN PLANNER?!?!

An urban planner is a professional who works to improve the entire community's quality of life. A planner helps shape a neighborhood, town, city, or even larger geographic area—including buildings, roads, bridges, parks, vehicles, and services. It's a planner's job to see the "big picture" and ensure that everyone in their community can live a happy, healthy, sustainable life.

**Urban planners know about a lot of different things!**

Cities	Making sure people can find jobs
Farms	
Trains	Making sure people can get to schools & doctors
Buses	
Boats	
Planes	Helping citizens, businesses, and lawmakers talk to one another
Drones	
Bridges	Collecting & understanding data
Roads	
Sidewalks	Designing surveys
Bike lanes	
Parks	Understanding how communities change over time
Parking lots	
Maps	Being nicer to our planet
Wind farms	
Solar panels	
Making good laws & regulations	

**Urban planners can specialize in ...**

Land Use/ Zoning*	Natural Resources
Parks & Recreation	Transportation
Housing	Economic Development
Energy	<small>*definition on reverse</small>

**Urban planners can work in a lot of different places!**

Town, city, state, or national government	Colleges & Universities
Engineering or Architecture companies	Non-profits
	For themselves!

  
youth engagement planning

youthengagementplanning.com

# Guide to Youth Engagement



## YEP! Mission

YEP! Youth Engagement Planning is a non-profit organization focused on educating young people in grades K-12 by introducing them to urban planning and civic engagement, and creating opportunities for youth to have meaningful participation in advocating for change in their communities and the built environment.

- ★ To support volunteers focusing on educating students K-12 about urban planning and civic engagement.
- ★ To create leadership opportunities for youth to have meaningful participation in advocating for change and provide input and their perspectives into plans.
- ★ To provide tools and resources for planners to involve youth in the local planning process.
- ★ To educate young people about the benefits of understanding local government and becoming a good citizen.
- ★ To introduce young people to careers in planning, local government, and related professions.
- ★ To increase youth involvement in their communities and the built environment as a whole.
- ★ To serve youth in underserved communities giving all young people the opportunity to succeed.



## OBJECTIVE

This program offers volunteer service opportunities that focus on our mission to introduce urban planning to youth in grades K-12 to expand and strengthen the presence and leadership within our profession. YEP! has a firm belief that youth bring a unique perspective to the planning profession and through this program, we are able to further the advancement of equity within our profession by reaching back and teaching our next generation of all diverse backgrounds about how to be a leader in planning! YEP! has created an award-winning program, which focuses on inspiring youth to be strong leaders and advocating for change in their communities.

## How to Get Started

Are you excited about getting to teach young people about planning? Then you are in the right place. Thank you for taking the next step in volunteering to teach urban planning to young people in your area! This is such a rewarding experience and so much fun. This information will provide you with the tools and resources to get started in teaching youth about urban planning in the classroom, to a small group, in your city, or any organization.

## THREE MONTHS OUT

Step 1: Determine what type of group that you want to bring planning to, whether that is a local school, after school program, a Boys & Girls Club, a Girl Scout troop, or a similar organization. The best way to get connected with these groups is to either already have an established contact within the school, teacher, or organization and reach out to them, or email or call the teachers/instructors within the grade you are hoping to teach. You will want to give them a few months advance notice so that they can plan around your visit. Please see the "sample email" below for reference.

## TWO MONTHS OUT

Step 2: Plan your visit! Establish a day and a time for you to come into the classroom. It is possible to have one classroom or group to visit or you may choose to visit with, for example, all of the 4th grade classrooms in one day, going from one classroom to the next, or even host numerous age groups at a larger organization by incorporating activity stations. Shoot for 45 minutes maximum per visit. For grades 3 and older, see the link for the powerpoint (to be customized to the community, if desired). For grades under 3rd, you could simplify the powerpoint, or just focus on the drawing activity (have kids draw places they love, things they want to see in their community).

## ONE MONTH OUT

Step 3: Provide the teacher with an overview of the curriculum, lesson plans, presentation, and supplies they will need about a month before the visit. This is helpful so that the teacher can prepare the classroom and prep the students for the lesson. They will be able to inform you of how many students you will be interacting with, any dietary needs if you are planning to bring treats (YEP! always recommends bringing (non-peanut) treats for everyone for the end of the visit, suckers or gummy bears are great choices as well as stickers, pencils, or erasers!)

## ONE WEEK OUT

Step 4: Make sure to have your presentation (Powerpoint) either saved to a flash drive to use at the school (SmartBoard), bring your laptop, or have access to a computer to bring up the presentation in the classroom (the teacher should be able to assist with this). Purchase treats and supplies used in the activities, print copies of any handouts or maps, make sure students have other supplies as needed (markers or crayons for drawing, paper, etc).

## DAY OF VISIT

Meet at the location at the designated time and bring all of your supplies, flash drive, computer (if needed), treats. For the lesson plan and activities, kids may want to sit in front of the smartboard screen for the presentation part of the visit and then move to their desks for the activity and drawing part of the visit. Talk with the teacher/instructor of what works best for the kiddos!

## CLASSROOM INSTRUCTION OUTLINE (45 Minutes)

1. Introductions (5 minutes)
2. Presentation (15 minutes)
  - a. What is Urban Planning?
  - b. How Many Kinds of Planning Are There?
  - c. Land Use and Zoning
  - d. Maps (You can personalize these maps with maps from your community)
  - e. Key Planning Icons
  - f. Elements of a City
3. Activity (15 minutes)
  - a. Design Your Own City (10 minutes)
    - i. Pass out the 11x17 paper to the kids at their desks or on the floor.
    - ii. Explain what Site Planning is, then go over the steps for the activity.
    - iii. Give a time limit for them to complete the activity.
    - iv. When completed, have the kids raise their hands to tell everyone what they created.
    - v. Kids can continue their drawings at home if they are not finished.
  - b. Word Search (5 minutes)
    - i. Pass out the word search (with the appropriate level (see link below)).
    - ii. Give a time limit for students to see how many they can find. Kids can work in groups if they want.
    - iii. At the end of the time limit, ask kids to raise their hand for how many found 10, 11, 12, etc.
    - iv. Give a special prize to the top two winners!
4. Wrap-Up (5 minutes)
  - a. Once all of the activities are finished, thank the students for their time.
  - b. Hand out treats to all students before class ends.

## Materials

Powerpoint  
11x17 ream of paper  
Markers or Crayons  
Handouts (Maps, Word Search)

## Helpful Tip

During the presentation, ask kids questions about their community, what they see, elements they see, places they have been to, and be as interactive as possible! Also, talk about how you became a planner and why!

## Sample Email to Teachers/Organizations

Hello there!

I am the City Planner (or position title) for (your city or area) and I am interested in coming to the classroom to teach the students about urban planning. This is a fun day where I will spend time with the students and present a PowerPoint about "What is City Planning?" (the students learn about maps, city planning history, and what city planners do) then we usually have two activities; one where the students do a wordsearch and then they get to draw what type of City they would like to live in. Also for the students, I bring along treats and prizes for everyone. I would like to know if you might be interested in having a Planner's Day in School at (name of school) sometime in the next couple of months? The kids learn so much about city planning and their own City! Please let me know if you might be interested!

Thank You! (Your Name)

## AICP Credits

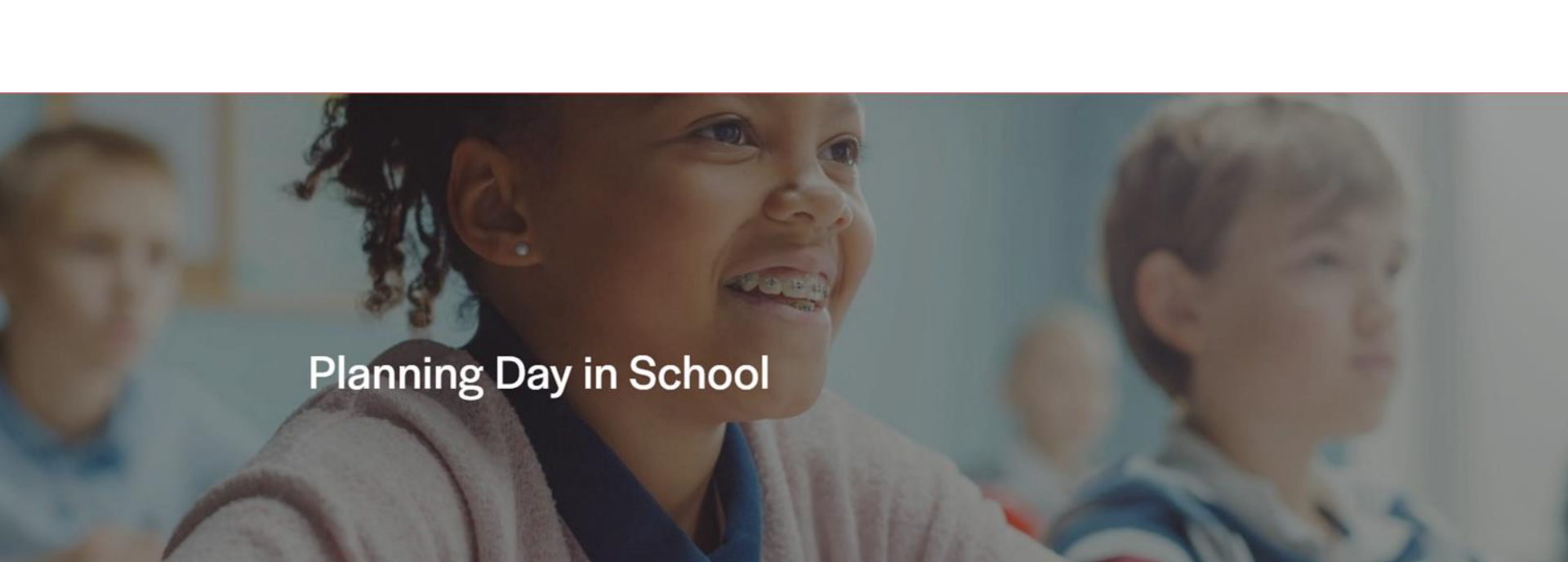
If you are AICP, you are eligible to gain AICP credits via self-reporting. Please see the APA website for more information!

## Resources

YEP! Website: [www.youthengagementplanning.org](http://www.youthengagementplanning.org)  
The Powerpoint and Word Search for the activity can be found on the YEP! website. We provide all of the resources for your use, with the understanding that you will use them in a way that is in keeping with YEP!'s mission model of planners donating their time as an investment in the next generation of community leaders, planners, and advocates.







## Planning Day in School

The Planning Day in School curriculum is anchored by a collection of original, trademarked modules available through the YEP! organization.

With your class, school, or district, we can build an age-/grade-appropriate series of activities to maximize the use of a class period, half-day, or full-day.

We can also customize the Planning Day in School curriculum to suit the current themes and subjects being explored in your classes!

- What Do Planners Do?
- Key Planning Vocabulary
- Key Planning Icons
- Map Exercise
- Imagine Your City
- We Are All Connected
- Observing Your Community
- Meaningful Colors and Plans
- If I Were An Urban Planner...
- The Wind Farmer
- Every Trip Has A Story (Transportation Activity)
- The Fabric of a City (Infill Development Activity)
- Neighborhood Pride
- Game Play Community Engagement
- Planning Word Searches/Crossword Puzzles

# Planning Day in School

## HOW DO YOU PLAN TO MAKE A DIFFERENCE?



## What is Planning?



## WHAT IS PLANNING?

Planning shapes cities, towns, regions, and even rural areas.



Planning creates the vision and goals for the community, identifies current issues, analyzes trends, engages community members about challenges and opportunities.



Planning helps determine how communities will grow and how they will adjust to change.



Planning helps create communities of lasting value, offering better choices for where and how people work and live!



Planning is called urban planning, city planning, or regional planning.



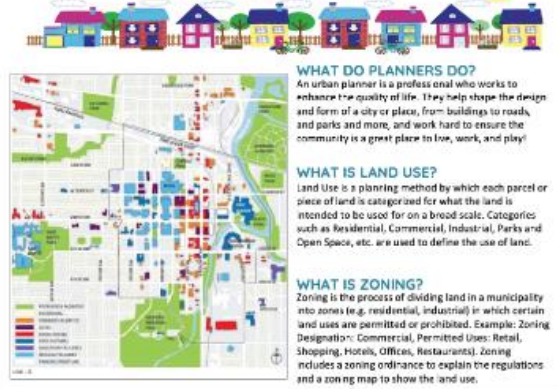
Planning engages citizens, businesses, and civic leaders.



## HOW MANY KINDS OF PLANNING ARE THERE?



## LAND USE & ZONING



## ELEMENTS OF A CITY





# Urban Planning Curriculum



Every Trip Has a Story



The Fabric of a City



If I Were an Urban Planner



Meaningful Colors & Plans



Neighborhood Pride



Observing Your Community



We Are All Connected



The Wind Farmer



Planning Vocab Puzzles

# Adventures in Planning

Discover Planning through a 9-week Adventure!  
 Community Planning | Land Use | Zoning | Historic Preservation | Housing | Neighborhoods | Sustainability | Urban Design | Transportation | Economic Development

**ADVENTURES in PLANNING**

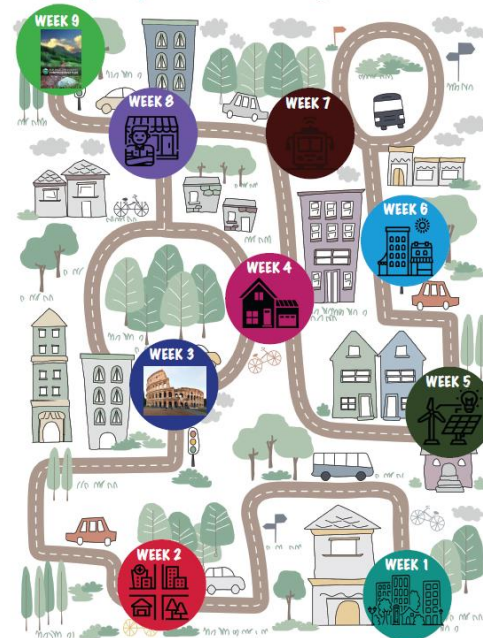
Designed for students in Grades 5th - 8th

Created By:  
 YEP! Youth Engagement Planning

1. <b>Discover Planning</b> (Planning 101).....	<b>01</b>
2. <b>Follow the Map</b> (Land Use & Zoning) .....	<b>09</b>
3. <b>Walking Back In Time</b> (Historic Preservation) .....	<b>13</b>
4. <b>The Neighborhood Pride</b> (Housing & Neighborhoods) .....	<b>17</b>
5. <b>The Wind Farmer</b> (Sustainability & Environmental Planning & Energy) .....	<b>23</b>
6. <b>The World Around Me</b> (Urban Design & Tactical Urbanism) .....	<b>27</b>
7. <b>Every Trip Has a Story</b> (Transportation) .....	<b>33</b>
8. <b>The Business of the City</b> (Economic Development) .....	<b>37</b>
9. <b>The Future Is the Biggest Adventure</b> (Comprehensive Planning) .....	<b>41</b>
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## Adventures Map

Each week that you complete for Adventures in Planning, color in the toon!







## Girls Who Plan

**“2019 APA Division Achievement Award for  
Education Excellence.”**

Award received in partnership with APA Women & Planning Division in recognition for “Women & Planning: The Next Generation,” featuring the “Girls Who Plan” Program.

“When we finally unleash the power of women and girls, we’ll create opportunities, unlike anything we’ve ever seen. When women and girls are equal, everyone is greater.”

— Melinda Gates

## Girl Scouts of America: City Planning Patch







## Build Your City with YEP!

Join Community Development Director, Corrin Wendell, for a fun hands-on activity-filled week learning about City Planning! Explore how cities are built during **Build Your City** week, learning more about how cities are created. Students will come away with a deeper understanding of the components of their community and learn how to make a difference in the world around them!





A young girl with dark hair and glasses is sitting at a desk in a classroom. She is looking down and to the side with a thoughtful expression. Her hands are visible, resting on the desk. The background is a blurred classroom setting with bookshelves and other students.

Upcoming Events

# Youth {Engagement Action Plan WORKBOOK

## Who is your audience?

Are you planning on engaging...

<input type="checkbox"/> <b>K-4th graders</b> 	<input type="checkbox"/> <b>5th-8th graders</b> 	<input type="checkbox"/> <b>9th-12th graders</b> 	<input type="checkbox"/> <b>Young Adults</b> 
<ul style="list-style-type: none"> <li>✓ <i>Really shine with tactile activities!</i></li> <li>✓ <i>Break up any necessary exposition into very short chunks.</i></li> </ul>	<ul style="list-style-type: none"> <li>✓ <i>Really shine at problem-solving!</i></li> <li>✓ <i>Provide lots of structure and clear explanations of rules &amp; parameters.</i></li> </ul>	<ul style="list-style-type: none"> <li>✓ <i>Really shine at exploring complexity!</i></li> <li>✓ <i>Plan for lots of conversation time.</i></li> </ul>	<ul style="list-style-type: none"> <li>✓ <i>Empower them with keywords &amp; background knowledge, then give them an equal seat at the table!</i></li> </ul>

## What kind of engagement do you want to do?

### Teach.

Guided reading of a story  
Mapping a neighborhood  
Playing a role-playing game  
Building a city with found materials  
Creating model windmills  
Planning a safe route to your school  
Analyzing the distance to essential resources  
Doing a word search

### Inform.

*Did you know?* sheets  
Informational videos  
Meeting the planning staff  
Presenting a master plan

### Consult.

Visual preference survey  
Word clouds  
Six-word stories  
Drawing pictures as input

### Involve.

Focus groups  
Interviews  
Social media contests  
Inclusion in council meetings

### Collaborate.

Creation of a student position on preexisting boards  
Building relationships with local schools or parent groups  
Performing a SWOT analysis

### Empower.

Enlisting a youth council  
Creating a youth council  
Planning out a project element, e.g. equipment in a park





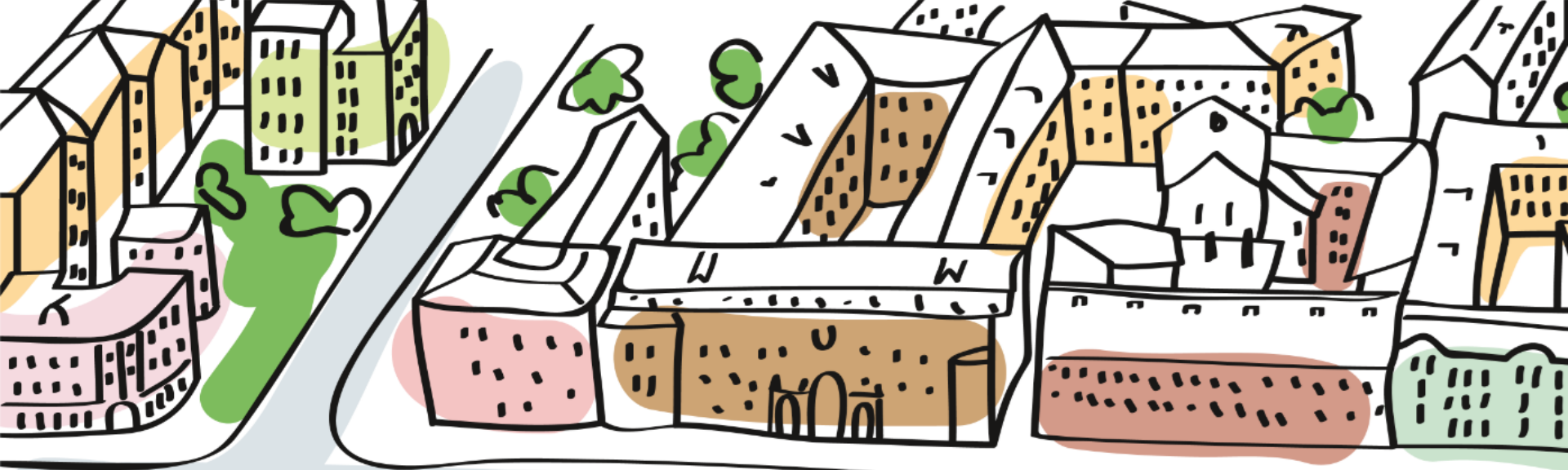
**YEP! believes that engaging youth in local planning isn't just a strategy; it's a philosophy, a practice, a mantra.**

# Workshops for Planning Professionals



Planning should be about creating a better future for the next generation. Yet, that next generation is often absent from planning conversations. In order to plan for those who will be living out the plans we create, planning professionals of all disciplines must both involve youth in their everyday work and work to educate youth about planning.





Are Youth capable of contributing to planning?



“Just one person can  
make a difference  
for many.”



“Education is the power  
that can bring change  
to the world.”



**Kid of the Year**

19 KIDS  
CHANGING  
THE WORLD

AMBASSADOR  
FOR KINDNESS  
**ORION  
JEAN, 11**

INTERVIEW BY  
*Angelina Jolie*





# National Planning Conference - Boys and Girls Club





# Planning Day in School - Elementary Schools

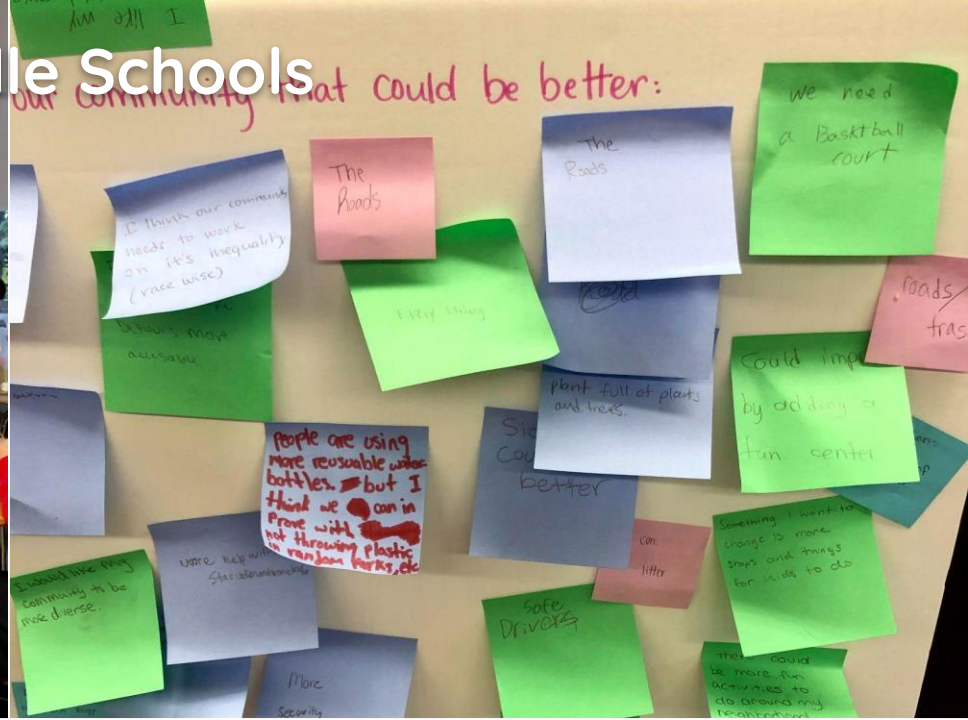


Dear Carrin & Laura,  
# \* Thank you for  
the fun activities and  
the candy. When I  
grow up I want to  
plan for the city of  
Jordan. I think it  
will be fun  
once again thank you  
Sincerely  
Raya B.





# Planning Day in School - Middle Schools



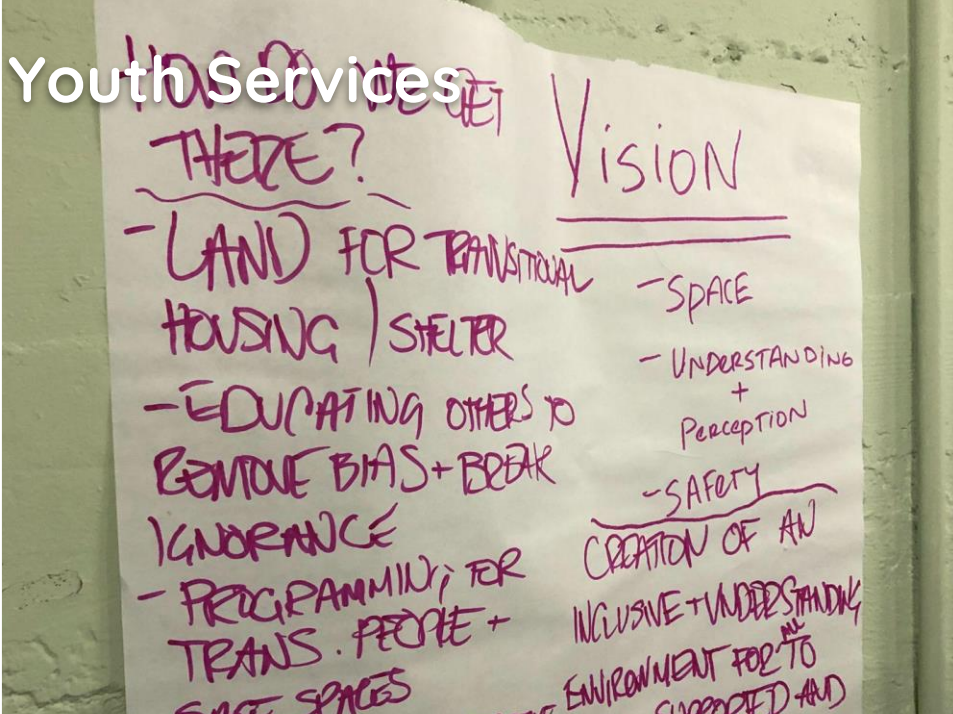


# After School Program - Girls, Inc



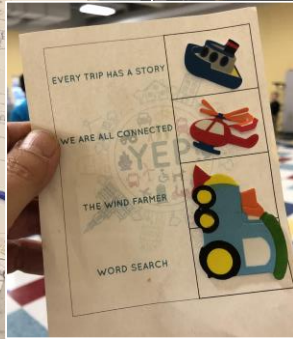


# Young Adults - Larkin Street Youth Services





# APA Chapter State Planning Conferences





# City of Little Canada Park Master Plan

- 3 videos, English and Spanish
  - What is a Park?
  - Cool Parks
  - Project Wrap-Up
- 1 visual survey, English and Spanish
  - Park interests and Pioneer Park-specific feedback
- 1 art project
  - What is your dream Pioneer Park?



Tawm koj lub suab lus tam sim no! | Haga escuchar su voz ahora!

**PIONEER PARK SURVEY**  
Make your voice heard!

The City of Little Canada is seeking input from residents on Pioneer Park. Survey results will directly influence plans for the park's future!

 Scan me!

 [www.littlecanadamn.org/PioneerPark](http://www.littlecanadamn.org/PioneerPark)

## Pioneer Park Master Plan Recommendations

1. Develop **accessible playground** for kids of **all ages**
2. **Reduce sports fields** OR re-emphasize to **multi-use fields** for sports like soccer
3. Incorporate summertime **water activity**
4. Reinforce or expand existing **nature area and/or quiet space**
5. Create spaces for **relationship building**
  - a. Community activities: little library, movie nights, walking/bike paths, seasonal activities

Bonus: **Students care that everyone is happy**: motorcycle parking, gazebo for adults, more seating, bathrooms, drinking fountains...

your favorite thing about Pioneer Park?





# City of Phoenix Youth Engagement Plan



Phoenix students desire a fun, positive, health-promoting environment with safe places to gather outside school and home that they can easily access on foot or by bicycle.

In car-centric Phoenix, youth without driver's licenses rely on others to get to places, especially in Phoenix suburbs without nearby public transit. This limits the participation of young people in their community. The 2025 General Plan update should consider the perspectives and desires of students in Phoenix and focus on how to get safe, clean public spaces and development centered on youth and readily accessible to them.



## Youth Engagement

Youth Engagement Partnership/Program Summary Planning and Development staff is partnering with Arizona State University to lead the Youth Engagement efforts to solicit input for the 2025 General Plan. The City and ASU are implementing a plan that will focus on nine (9) 5th through 8th grade classrooms, representing each of the eight City Council Districts plus a school selected by the Mayor. The workshops aim to gather input and a youth perspective on the vision for Phoenix. Students from ASU's "School of Geographical Sciences and Urban Planning Master of Urban and Environmental Planning Program" will present the ideas generated in the workshops at the City's October 2023 Summit, with many of the ideas to potentially be incorporated into the finalized General Plan.

## Jack L. Kuban Elementary School



**ASU**  
School of  
Geographical  
Sciences and  
Urban Planning  
Arizona State  
University

### Activity Details:

Number of Facilitators: 4-5

Ideal Age Range: 5th - 8th grade

Length of Time: 50 minutes

Supplies (Provided by ASU):

- ▶ Pencils or pens
- ▶ Rubber Bands



## ACTIVITY 3: BUILD YOUR CITY CARD GAME

### Activity Goals:

- Students feel their inputs are included in planning priorities
- Students understand the importance of engagement within their communities
- Students gain a better understanding of Framework Policies of the City of Phoenix

### Activity Objectives:

- Gain insight from students on which Framework Policies the City of Phoenix should prioritize
- Understand student perspective on how to develop the city's Framework Policies
- Teach students the value in participating in community engagement

### Preliminary Set-Up

Review instructions for the game with the class as one group before small groups begin. Organize students into groups of 4 - 8 students per table. Place one deck of the city building card game at the center of each group. Provide each student with a pen or pencil to be used at the end of the activity.



# Metropolitan Council of the Twin Cities - Imagine 2050



“We are so grateful to the Met Council for this opportunity to have our voices heard on these critical topics. And we are excited to see our recommendations reflected in the 2050



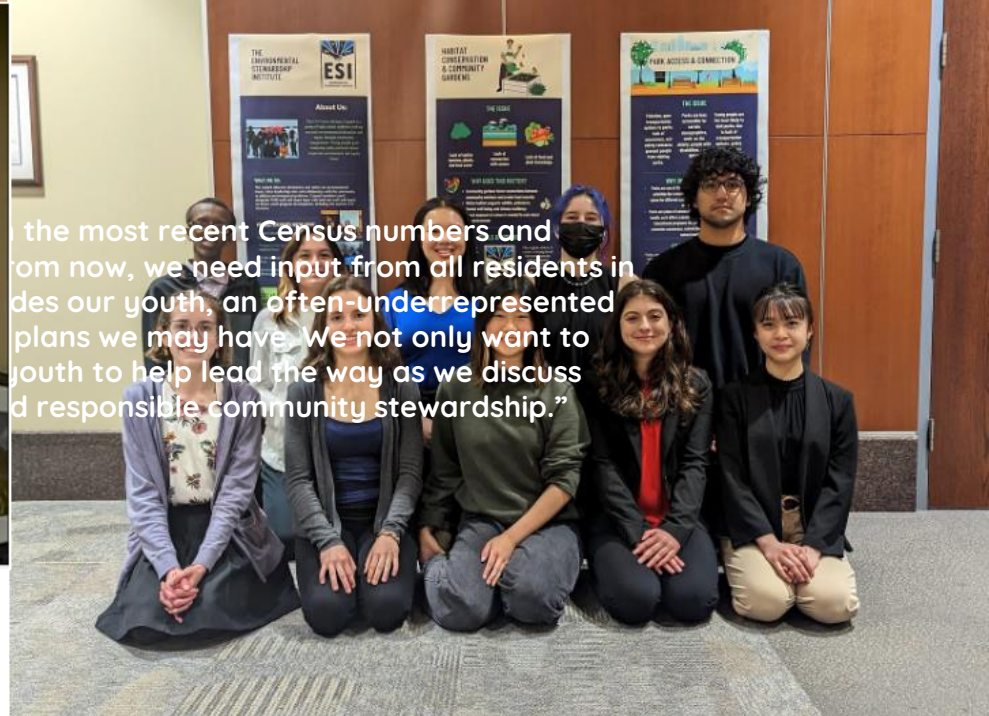
Metropolitan Council Young Leaders Collaboration Expo

Watch later Share

How it affects me and my community

YouTube

YOUNG LEADERS SHARE THEIR VISIONS FOR THE REGION



the most recent Census numbers and from now, we need input from all residents in our plans we may have. We not only want to help lead the way as we discuss responsible community stewardship.”

# Top 10 Ways to Engage Youth in Your Community



1. Host a Planning Day in School for your local school
2. Celebrate National Community Planning Month
  - a. Proclamation
  - b. City Planning Library Display
  - c. Scavenger Hunt
  - d. Photo Contest
3. Appoint a Planning Commission Youth Member
4. Include youth in your Stakeholder Groups/Workshops
5. Include youth engagement as part of your budget for Community Engagement
6. Include youth in your Planning Processes (Master Plans, Comprehensive Plans, etc)
7. Start a Youth Council
8. Host youth at your City Hall or begin a Citizen's Academy for youth
9. Partner with other existing youth organizations
10. Invite youth to participate in your Community Surveys



Dear Corrin & Laura,

\* Thank you for  
the fun activities and  
the candy. When I  
grow up I want to  
plan for the city of  
Jordan. I think it  
will be fun  
once again thank you

Sincerely,

Raya B.



# Ava Tanner the City Planner Children's Book







**YEP! is not just an organization;  
it's a movement of hope, change,  
and opportunity!**

YEP! Youth Engagement Planning's [Best Practices](#) publication addresses all of these questions *and* ends with several sample activities. **Note that the activities included in this document are different from the activities found on our [Sample Curriculum](#) page!**

**HOOD: VITY**

any activity where students will not that has parks, water, roads, houses, with unequal art supplies and will be ples. After the drawing is complete, each to display and explain their poster.

attitudes, reactions, and expectations a activity, students will learn and equit on what one can or cannot achieve of the privilege and disempowerment of society.

istic materials **TIME:** 30 Minutes

the following art project supplies: pencils, paper, scissors, glue, colored markers,

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**ND ITS IMPACT**

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(the bags are filled with unequal art

ets) ask why they have unequal supplies,

if each group to come up to the front of

1

**THE IDEAL NEIGHBORHOOD:  
A CREATIVE ACTIVITY**

**DISCUSSION:**

- How did you feel when you noticed that some people had more art supplies than your group? How did you feel when you noticed that some people had fewer art supplies?
- Some of your posters didn't have parks or water, why?
- In what ways did resources (art supplies) affect your project?
- How would you have felt if your final product was judged based on your drawing without considering your supplies? Would that be fair? Why or why not?
- Did you know there are neighborhoods in our city that do not have parks, playgrounds, and other outdoor facilities?
- Would these posters necessarily be a fair assessment of what all of you can or cannot do? In what other situations do certain neighborhoods have advantages over others?

**CONCLUSION:** Leave students/participants with questions that invite them to think critically and morally of a possible solution to resource inequality.

1. What do you think is the solution to resource inequality?
2. With regard to unequal resources in communities, how do we make sure everyone, young and old, poor and rich, have access to the resources they need to better their lives?

**WHAT DO URBAN PLANNERS DO?**

An urban planner is a professional who works to enhance the quality of life. A planner is a person who helps shape the design and form of a city or place, from buildings to roads, and parks and more. They have a lot of say in where resources are distributed.

Planners observe and analyze the communities around them and with the help of community members, make recommendations to policy makers for improvements.

Urban Planners ensure that we all can connect with the places around us, whether by car, bus, boat, bike, or walking, our ability to access different spaces makes a community better.

**YEPI YOUTH ENGAGEMENT PLANNING**  
YouthEngagementPlanning.org 2



**BEST PRACTICES FOR**




**YEPI YOUTH ENGAGEMENT PLANNING**



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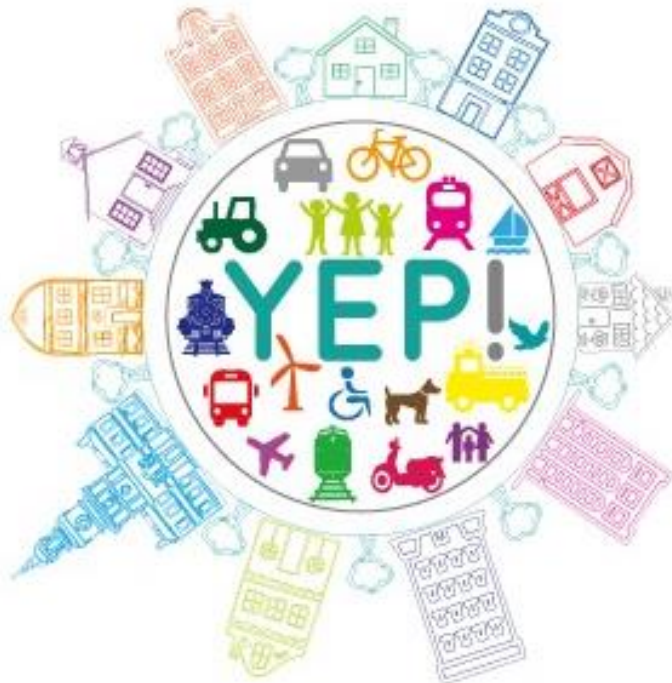
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**YOUTH ENGAGEMENT**



Thank You!



# YOUTH ENGAGEMENT PLANNING

you plan to make a difference